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ABSTRACT

The fourth of eight related documents, this booklet is part of a series of papers presented at the 1978 National Right to Read Conference examining issues and problems in literacy. In an examination of the role of private business in efforts to increase literacy, each of the three papers in this booklet discusses a specific program sponsored and funded by a large private corporation, and each includes an account of the program's inception and development, target population and mode of recruitment, staffing, curriculum and characteristic activities, and perceived benefits. The three corporations discussed in the papers are Polaroid Corporation, New York Insurance Company, and Montgomery Ward and Company. (HTH)

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THE PRIVATE SECTOR INVOLVEMENT IN LITERACY EFFORTS

LILY FLEMING
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LITERACY: MEETING THE CHALLENGE

A Series of Papers Presented at the National Right to Read Conference May 1978

Assessment of Reading Competencies
Donald Fisher

How Should Reading Fit Into a Pre-School Curriculum
Bernard Spodex

Relating Literacy Development to Career Development
Allen B. Moore

Private Sector Involvement in Literacy Effort
"The Corporate Model for Literacy Involvement"
Lily Fleming
"Reading Alternative: Private Tutoring Programs"
Daniel Bassill
"Building Intellectual capital: The Role of Education in Industry"
Linda Stoker

Who is Accountable for Pupil Illiteracy?
Paul Tractenberg

Publishers' Responsibilities in Meeting the Continuing Challenge of Literacy
Kenneth Komoski

Can Public Schools Meet the Literacy Needs of the Handicapped?
Jules C. Abrams

The Basic Skills Movement: Its Impact on Literacy
Thomas Sticht

Literacy: Competency and the Problem of Graduation Requirements
William G. Spady

Projections In Reading
"Teaching Reading in the Early Elementary Years"
Dorsey Hammond
"Adult Literacy"
Oliver Patterson
"Reading Programs: Grades Seven Through Twelve"
Harold Herber

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The material in this booklet was presented at the National Right to Read Conference, Washington, D.C., May 27–29, 1978. The material was edited by the staff of the National Institute of Advanced Study which conducted the Conference under contract from the U.S. Office of Education.

FOREWORD

A major goal of the Right to Read Program has been to disseminate information about the status of literacy education, successful products, practices and current research finding in order to improve the instruction of reading. Over the years, a central vehicle for dissemination have been Right to Read conferences and seminars. In June 1978, approximately 350 Right to Read project directors and staff from State and local education and nonprofit agencies convened in Washington, D.C. to consider Literacy: Meeting the Challenge.

The conference focused on three major areas:

- examination of current literacy problems and issues.
- assessment of accomplishments and potential resolutions regarding literacy issues; and
- exchange and dissemination of ideas and material on successful practices toward increasing literacy in the United States.

All levels of education, preschool through adult, were considered.

The response to the Conference was such that we have decided to publish the papers in a series of individual publications. Additional titles in the series are listed separately as well as directions for ordering copies.

SHIRLEY A. JACKSON
Director
Basic Skills

SUMMARY

Overview

These three papers comprised a panel on the role of the private sector in the literacy campaign. Each discusses a specific program sponsored and funded by a large private corporation, and each includes an account of the program's inception and development, target population and mode of recruitment, staffing, curriculum and/or characteristic activities, and perceived benefits. The following paragraphs indicate the distinctive emphases of each paper.

Polaroid Corporation

Polaroid's commitment to educating and training its personnel derives from the philosophy of its founder and is currently reflected in both tuition assistance and several in-house programs, one of which includes classes in Beginning Reading and Intermediate Written Communications. Many of the challenges Polaroid has confronted now present themselves to many industries, and so its experience with employee education programs can instruct others. Although such programs contribute to good relations with the community and the work force, corporations should develop them because they improve productivity and reduce several critical problems: lost time from accidents, absenteeism, downtime resulting from carelessness, and turnover. It is more cost-effective to develop and retrain good workers than to fire them and hire others capable of fulfilling the new demands that emerge as a corporation evolves. Employees should receive at least the same repairing and retooling as machines.

New York Insurance Company

Literacy Volunteers of New York, recognizing the need to provide adults with an alternative to classroom instruction, trains volunteers to establish and maintain satellite tutorial programs in a wide variety of organizations, including New York Life Insurance Company, the first of its corporate programs and now a model that has been replicated elsewhere. The author concentrates upon the cooperative nature of the venture, outlining and diagramming the contributions of the company, its volunteer staff, committees and Literacy Volunteers. She concludes that it benefits the community, by providing a critically needed service to its residents, and employees of the corporation, by providing them an opportunity for worthwhile volunteer involvement.

Montgomery Ward and Company

Mongomery Ward offers tutoring to children living in the vicinity of its Chicago headquarters. The author stresses the special advantages such a program can offer because it stands apart from and differs from school and because it involves the child in a close one-on-one relationship with an adult friend. Such advantages include strengthened self-confidence, enhanced socialization, and greater awareness of the world. The author concludes that programs like Wards need more assistance from the schools, but that the schools must initiate the contact.

THE CORPORATE MODEL IN LITERACY INVOLVEMENT

LILY FLEMING

Lily Fleming is Secretary of Urban Activities at New York Life Insurance Company. She organized and remains actively involved in the Literacy Volunteers of New York satellite there.

The Need

Functional illiteracy among adults is a problem in every area of the nation. The recently conducted Adult Performance Level study found that 20 percent of the adult population in the United States lack the skills necessary to perform many of the tasks demanded in our society—such as filling out an application for a driver's license, completing Medicare forms, and applying for a bank loan. Many people are unable to read instructions for long distance dialing or classified ads for employment.

This problem is especially critical in New York City. The 1970 Census reports that 7.6 percent of the population has less than a sixth grade education, and many adults with higher levels of education are lacking in literacy skills. Moreover, each year thousands of city teenagers leave school without having acquired the survival skills they need in our increasingly complex society. Many of these young people will be unable to find employment or will be stuck in dead-end jobs. The majority of these adults and teenagers experience loss of self-confidence and personal dignity because of their reading handicap, and experience difficulties in coping with problems of everyday living.

Many adults are motivated to learn to read, but cannot learn with conventional classroom instruction or are unwilling to attend classes, where they have met failure and frustration. They require a more personal approach, and thus benefit from the one-to-one tutorial situation where instruction can be tailored to their specific needs. One teacher, working successfully with one student, is found to be an extremely effective means of instruction for people with limited reading skills.

Literacy Volunteers of New York City

Literacy Volunteers of New York City uses one practical way to achieve the Right to Read for New York City residents, through the use of trained and organized volunteers cooperating and working with professional staff.

Volunteers have the common need for thorough training, professional tools and an adequate support system if they are to operate effective reading programs. This organization has fully demonstrated its capabilities in meeting these needs and offers to share its training materials with a corporate sponsor so that the resources and assets of both organizations can be coordinated into an effective delivery system.

Literacy Volunteers of New York City is affiliated with Literacy Volunteers of America, Inc., a national, nonprofit organization devoted to the elimination of illiteracy. They use the tutor training and materials which Literacy Volunteers of America has carefully developed and refined over a 15-year period. In addition, they have developed specific training to prepare volunteers to initiate and maintain a satellite tutorial program.

Since 1973, Literacy Volunteers of New York has been operating a growing adult basic reading tutorial program, which now covers four boroughs. During this time volunteers have been recruited, trained and supervised to provide free, one-to-one tutoring in reading to adults who read at a basic level.

To reach out more efficiently to tutors and students within their work or home areas, they cooperate with a wide variety of public and private sector organizations in developing satellite projects which bring reading instruction to a broader community. A few examples are:

1) College Program—Example: Teachers College, Columbia University. Graduate students in psychology receive credit for taking Literacy Volunteers training and then tutoring a student for at least six months.
2) Corporate Program—Example: New York Life Insurance Company, Employees of New York Life tutor after work at New York Life facilities. This program has been replicated at McGraw-Hill, AT&T, Citibank and St. Peter's Church.
3) Library Program—Example: New York Public Library. The library has hired personnel to run adult literacy programs in library branches.
4) Union Program—Example: Dc37, Union retirees are tutoring active union members.

The Corporate Model: New York Life In

Employees at New York Life Insurance Company have operated an adult literacy tutorial project for community residents for almost three years. The following is a brief history and description of this corporate satellite, which has continued to develop successfully by meeting the needs of both volunteers and students.

In the fall of 1975, the Office of Corporate Responsibility at New York Life approached Literacy Volunteers of New York City to initiate a joint literacy project, sponsored and supported under the Company's auspices, using Literacy Volunteers expertise. This was the first time in New York Life's history of corporate involvement in the community that we undertook an on-site volunteer project with a minimum commitment of one year. Initially, as Secretary of the Urban Activities Committee, I took responsibility for the implementation and coordination of the project. However, as the program

developed, employee-volunteers have assumed more responsibility for the administration. At this point employee-volunteers handle the day-to-day running of the project with Literacy Volunteers serving as a consultant.

The impact of the program on both the volunteer and the student can perhaps be best expressed in human terms through the following two brief case histories:

> Shiela Stanley, Tutor: Shiela is a Staff Assistant in the Actuarial Department. She tutored a student from December 1975 to October 1977. Her student advanced sufficiently to enter an auxiliary high school program, but still keeps in touch with her. Shiela has, since November 1977, assumed responsibility for coordinating the activities of the program.
>
> Pauline X, Student: Pauline entered the program in June 1976, reading on about a first grade level. She was very shy and spoke very little. Today, Pauline, who was given an internship by New York Life this past summer, is reading on about a fourth grade level and was a speaker at our Recognition Banquet on December 12, 1977.

Certainly, not every student can be expected to advance so dramatically. Yet, the majority who have stayed with the program have benefited significantly, not only reading material they could not previously (or for some, reading for the first time), but acquiring a self-worth and confidence that is the first step in alleviating the fear and shame associated with the reading handicap. Observers at New York Life have noted the positive change in students' appearances and also the way in which they now relate to others. Thus, the students seem to benefit from the tutorial relationship as much as from the actual reading instruction.

Over the almost three-year period of operating an in-house adult literacy tutorial project at New York Life, the program has been nurtured by the support of top management and has flourished, through its evolution, into a largely self-sustaining program—one which involves all levels of employees.

The Corporate Blueprint

As a result of the New York Life model, Literacy Volunteers has found that one of the most effective ways of providing reading instruction to its target population in New York City is through the corporate satellite project. The corporate satellite is a joint literacy effort sponsored and supported by a corporation using Literacy Volunteer expertise. This allows employees to volunteer their services to nonreading adults under company auspices.

The corporate sponsor recruits employees of the corporation as volunteer tutors. They are trained by Literacy Volunteers in an 18-hour Tutor Training Workshop. The volunteers then tutor, on a one-to-one basis, adult students who have been recruited and diagnosed by Literacy Volunteers. They tutor twice a week for a minimum of one hour each time. They are assisted through a support system provided by Literacy Volunteers staff and volunteer-employee coordinators who assume key leadership roles in maintaining the program.

Here is a brief outline of how the program operates:

1. The inservice workshop for tutors on the Glass technique is for three hours and is conducted by a staff person from Literary Volunteers.
2. Tutor committees are formed in order to encourage a greater exchange of information and ideas. Each committee has six tutors and meets based on the needs of the individuals in that group.
3. Tutor and student meet in one of the New York Life conference rooms. The tutor uses a variety of materials to teach the student how to read. The basic techniques used are phonics, words in pattern, the experience story and sight words.
4. Attendance is monitored quite carefully. In fact, many of our efforts are based on trying to improve student attendance. In 1977, 56 employees volunteered a total of 1,783 hours and, from January to April of this year, 60 volunteers have already contributed 873 hours.
5. Vision screening is done in cooperation with the New York State College of Optometry.
6. The Company provides tea, coffee and freshly baked pastry (free of charge) for the program. Every effort is made to create an environment that will motivate the students as well as the tutors. The refreshments help to build a sense of camaraderie among all of the program participants.

Let me summarize quickly:

New York Life provides:
- facilities
- tutors
- monetary and inkind contributions
- board representatives
- summer jobs for students
- permanent employment for students
- recognition programs for tutors and students

The volunteer staff at New York Life provides:
- pre and posttest students
- act as substitute tutors and math advisors

maintain the library
coordinate the vision screening program as well as the day-to-day operation of the program

Committees have been established for:
attendance review
student rap sessions
tutor rap sessions
newsletter
annual awards program
consultants to other corporations

Literacy Volunteers provides:
students
reading and testing materials
inservice training
tutor training—18 hours
reading consultant
continuous support

This joint effort is two-fold:
1) It provides a critically needed service—reading instruction for non-reading adults in our community and
2) It provides an opportunity for corporate employees to get involved in an effective worthwhile volunteer activity.

The end result is the kind of service which New York needs to improve the potential for many of its citizens to become happier, more productive members of society, thereby improving the quality of life in our City.

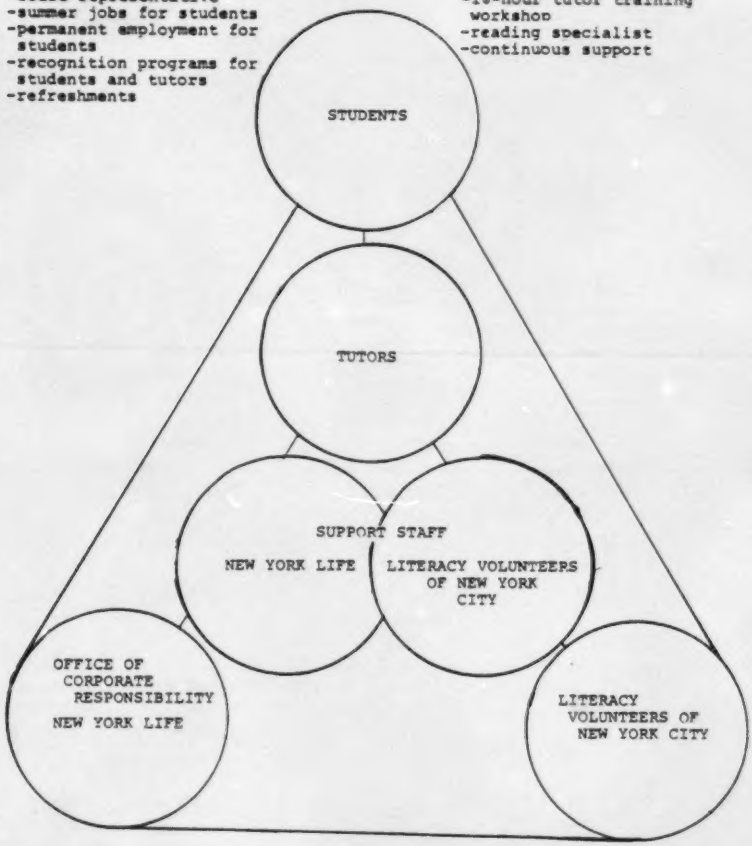
THE CORPORATE MODEL: NEW YORK LIFE ADULT LITERACY PROGRAM

NEW YORK LIFE PROVIDES:

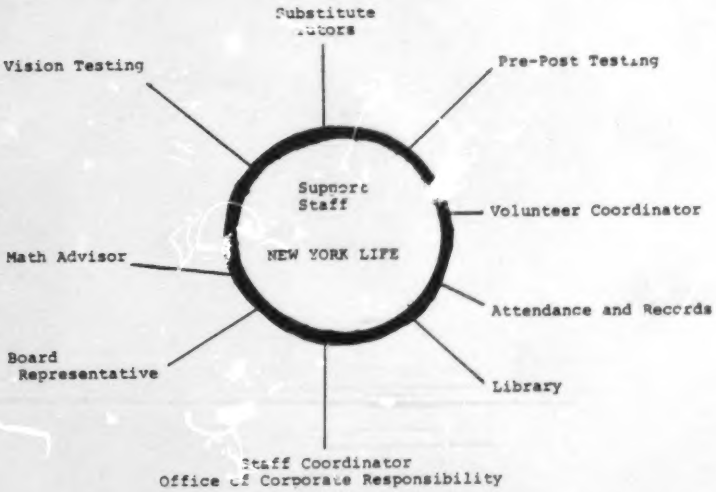
-space
-tutors
-monetary and in-kind contributions
-board representative
-summer jobs for students
-permanent employment for students
-recognition programs for students and tutors
-refreshments

LITERACY VOLUNTEERS PROVIDES:

-students
-reading materials
-in-service training
-18-hour tutor training workshop
-reading specialist
-continuous support



THE CORPORATE MODEL: NEW YORK LIFE ADULT LITERACY PROGRAM



COMMITTEES

Annual Awards

Attendance Review

Student Rap Session

Newsletter

Tutor Sessions

Consultants to other corporations

Vision testing is done in cooperation with the New York State College of Optometry.

BUILDING INTELLECTUAL CAPITAL: THE ROLE OF EDUCATION IN INDUSTRY

LINDA STOKER

Linda Stoker is Fundamental Skills Coordinator at the Polariod Manufacturing Company in Cambridge, Massachusetts. A specialist in on-the-job training techniques, as well as program development and teacher training, she has coauthored publications for the Head Start and Job Corps programs.

Let me begin by telling you a little bit about the Polaroid Corporation and the role that our Education Department plays in it.

Dr. Edwin H. Land started the Company in 1937 as a research enterprise in light polarization. Polaroid is still selling polarizing lenses. In addition, we are now dedicated to research, design, manufacturing, distribution, and marketing of instant photographic products. The latest ones include an SX-70 camera that actually focuses by sonar, and our Polavision system to capture moving pictures instantly in brilliant color.

In 1977 worldwide sales were just over $1 billion.

Our total employee population is just above 16,000. In the United States, we have 12,000 plus nonunion employees, most of whom work within 50 miles of Boston. About 30 percent are management personnel and about 70 percent are hourly workers. Polaroid has a single seniority system and an effective grievance appeal procedure.

Our domestic population is made up of more than 14 percent black employees and nearly 31 percent women. Employee turnover and absenteeism are relatively low.

Last year the Corporate Education department served or supported over 3,000 employee enrollments in several in-house programs and in tuition assistance for local postsecondary institutions. In-house Education programs and services are offered in four areas: Business Education, Language Development, Career Development and the Fundamental Skills. In addition, other departments provide services for another 3,000 enrollments annually in Management Development and Skills Training.

One of the most important things about Polaroid education is the parity between management and worker. Most companies with both hourly and management development programs offer more than 80 percent of their services to management.

Another unique factor of our programs is participation. The average industrial education program for blue collar workers averages one percent participation. The average for community adult education programs is two to five percent of the target group. At Polaroid the rate of participation exceeds 30 percent.

A primary factor in the success of our program is commitment. At Polaroid, commitment to education begins at the top. More than twenty years

ago Dr. Land, in talking about education and training in the company, said that "the function of industry is not just the making of goods; the function of industry is the development of people."

But the need for education and training and the need for internal employee development are not peculiar to Polaroid. During the last 25 years we have been in a unique position in the nation, dealing with problems and facing technological challenges which few companies have had to face. The rate of growth and change has been phenomenal as the corporation has come to hold a special place in the economy. Many of the challenges confronted by Polaroid during this period are similar to those just beginning to be addressed by the industrial sector as a whole. And I suggest to you that our experience can be used as a model for the solution of certain educational and industrial dilemmas in the next 25 years.

In 1975, there were 92.6 million men and women in the civilian work force. These are people who are working. By the 1990's that number will have increased to almost 114 million. Conservatively, 10-15 million of these men and women are targets for remedial and developmental skills in reading, writing, math and problem-solving.

There are three reasons why the private sector must begin to be interested and actively involved in education and reeducation for these men and women:

I. Literacy Levels

Three to five percent of the adult population of the United States can't read. That's a lot more people than can be accounted for by retardation, severe dyslexia and other factors which are used to explain away this problem.

Many of these people make it and make it successfully into the work force. But at a great personal price. In addition, according to the Adult Performance Level Survey conducted by the University of Texas for the Office of Education, one adult out of every five lacks the reading, writing, math or problem solving skills he or she needs to function competently in society today. The private sector is the place where people come for gainful employment, and if 1 in 5 people can't function in basic skills, this creates a societal problem which we must address because it extends too deeply into the core of our society for us to simply say, "Well, we just don't hire them."

These data, incidentally, are corroborated by another study which more of you may be familiar with—the National Assessment of Educational Progress studies of language and math skills. The reason I prefer to use the APL data, however, is that the study was done *entirely* with adults, and it demonstrates that there is a higher percentage of older adults in the nonfunctioning category

than in younger age groups. This is important, because it shows that the problem is not a new one. The data cannot be explained by simply saying that schools haven't been doing their jobs the last few years. Adults who are dysfunctional in applying basic skills have been with us for many years. And the difficult part of the APL study was that they asked people to *apply* their knowledge.

One more thing about the APL data that might be of interest to you: People were tested and data compiled for many different parameters and while the percentage of nonfunctioning individuals goes down as educatoin level goes up, nine percent of the "some college" and two percent of the "college graduate plus" categories were in the dysfunctional performance class and 27 percent of the "some college" group performed only marginally.

II. School Completion

The second reason why the private sector *must* be involved in education and reeducation has to do with *readiness.* Not reading readiness, which as educators we all talk a lot about, but working readiness. A lot of the work of educators is invested in selling school to people who don't want to be there. We tend to say do this, or that; it will be useful to you later in life. Well, the only correlation that we can find between high school completion and job success anywhere is in attendance. With the exception of specific prevocational activities such as four years of bookkeeping being a prerequisite to an entry level job as a bookkeeper trainee, there is no correlation between what people do in school (academic performance) and what they do at work (job performance).

In industry we have learned that we *can* expect a high school graduate to show up and stay out of serious trouble. But we can't assume that a high school graduate can read, write, do math, or think.

III. Rate of Change

The third reason I want to share with you for the private sector to be involved in education is this: we have less than 25 years left to the end of the century. The young men and women who graduate from high school this week and enter the work force this year will only be 40 years old when the century changes. And unlike their grandfathers who could leave school at any time to spend 20 years developing a craft or trade, these new workers will change jobs six to eight times between now and then. Some of these changes will be promotions or relocations, but 40 percent of the jobs that people will be doing by the turn of the century don't even *exist* now.

If you take with you only one thing from my comments this morning, please let it be the challenge these facts pose: How do we know what people will need to know—if we don't know what they'll have to do?

Summary

One person in five is dysfunctional in at least one basic skill. High school completion is not a prediction of success on the job. And the rate of technological change has become so rapid and so sophisticated that we cannot anticipate what people will need to know many years before the fact. These challenges form the context for the employee education programs at the Polaroid Corporation.

Our programs, and specifically our reading programs, are developed not on the basis of "are they good to have" or "should we do this or that," but rather on the lines of "do we need it?" We can demonstrate their relevance to job performance improvement and job growth.

One point I want to be sure is clear, and that is that these problems are by no means peculiar to Polaroid. They are endemic in our society and the growth, transitions and changes we will be facing as a society in the next decades may prove to be the greatest challenge yet to our way of living and working.

Twenty-five years ago in Cambridge, in a room in the building where Elias Howe perfected a sewing machine and across the road from the lab in which Thomas Watson received the first overwire telephone call from Alexander Graham Bell, three men sat and discussed Polaroid Employee Development. Plant engineering people and planners were developing processes that had never been done before for a product that had never before been imagined.

They found that in the short run they could design jobs in which they told people to do this and that and it got done. But in the long run management could see that even that would not work out. Polariod needed employees who understood what they were doing; who saw how their tasks fit together to form a whole; who worked with management to improve the product; and who had the theoretical and conceptual skills to grow with their jobs and with the corporation. And grow it did: from 1950 to 1960 Polaroid quadrupled in size and from 1960 to 1978 it has quadrupled again. This growth plus development of the state-of-the-art technology and short turnaround from conceptual plan to online production caused exactly the same dilemmas for us that planners say the private sector can expect to face in the next two decades.

The result of that meeting was a decision to offer all hourly employees an on-shift math course. This was followed by a math and chemistry program which in turn sparked a series of job-related education and training programs

in a continuous line to the present. Today, over a million dollars a year are expended specifically on employee education, as distinct from skills training.

This type of integrated development is rooted in an important premise. *Every* successful business operation is based on knowledge of markets, machines, materials, and manpower. And just as we groom markets, develop our machines and facilities, and conserve our materials, we should also husband and develop our manpower services—our work force. The cost of encouraging, developing and retraining good workers is less than the cost of terminating good workers and rehiring others. The cost of turnover in actual dollars, including retraining downtime and lost morale is far higher than retraining costs for good workers.

Fundamental Skills and Reading

The four education programs I described a few minutes ago, tuition assistance for employees attending academic institutions, management development programs and hourly skills training form the comprehensive education and training effort of the Polaroid Corporation. This morning I would like to concentrate on the direct service and support programs for that segment of our population who have problems with reading, writing, math, and problem-solving from pre-academic to postsecondary equivalency.

Fundamental Skills classes are all voluntary. I believe that this is the secret of our success. They may be offered on-shift, or off; on the employee's own time; or more often a combination of the two. We offer classes which provide job-related skill development that may be needed to improve job performance or to enhance job growth. Reading is taught at three levels.

Education counselors are available to do informal competency-based diagnostic work with individuals, plan education needs, and refer individuals to appropriate programs both inside the company and in the community. An individual who has reading, writing, math or other basic skill problems from preliteracy to the postsecondary level may come to the education counselor.

Another similar service is provided by this program for the organization. My staff and I work with supervisors, departments, job family groups, and division planning groups to work with employees who collectively need to develop a skill for improved job performance. This service also provides specific job related information and materials as ongoing support for Fundamental Skills classes.

The Fundamental Skills programs are designed to help its students work not only on job-related skills but with their attitudes, feelings and the anxieties of being back "at school." The first and last thing many of our clients learned as children in school was if they didn't "get it" they only had themselves to

blame. These feelings and beliefs end up getting in the way of learning happening. Our courses are planned to facilitate learning and assist employees in becoming proactive learners and workers.

The Fundamental Skills program has been influenced by the work of Gregory Bateson, Jean Piaget and his followers and Paolo Friere, particularly his book of essays called *Education for Critical Consciousness.* Each of these educator/philosophers address in someway the problem of identifying and developing levels of awareness, consciousness, and thinking ability, and of developing models to move the learner into an active role in the process of living, controlling his own life and decisionmaking.

Study Skills

The study skills course was designed to assist men and women who use the tuition assistance plan, are preparing for equivalency or board exams, or are interested in company supported training programs, apprenticeships and so forth. In any one year about 900 people are the target group for study skills and in its present design the course will run three times a year.

Study skills workshops are offered in:

Learning Style	Preparing for Exams
Reading Efficiency	Using Libraries
Math and Technical Reading	Notetaking and Listening Skills
Study Blocks and Anxiety	Writing Papers

The study skills course is made up of a series of eight three-hour workshops and an individual may take one or all eight, repeating them at various times if he wishes. Each session is designed to include diagnostics, an overview of the discipline, and resources referrals for people who recognize a problem they wish to pursue. The program is entirely voluntary and takes place off-shift. The average session has about 15 enrolled and a waiting list.

Some of the comments from the employees who attended the last series are:

"I thought I knew all about this but I learned something new"

"Although it took me longer to write it, I got an A on my paper"

"I didn't realize I could learn so much in three hours"

We are expecting to publish a study skills manual to be used in conjunction with these workshops early in 1979.

Intermediate Skills: Written Communication

The intermediate skills courses, Written Communications and the Math Lab, are the fulcrum of the Fundamental Skills Program. We expect students

who have passed this point to be able to function independently, be able to work on their study plans by themselves, evaluate their progress, and both know when they need help and where to go for it.

Since our premise is that we are teaching people the skills they need to become proactive workers, these are the courses in which that premise is developed and borne out. In both of these courses the employees and instructors work together on individually prescribed learning plans. The students meet together in classes, however, so their ability to work together and support each others' learning is an important element of the program, and one whose ramifications in both work and home situations are as obvious as they are positive.

Students are referred into written communications from beginning reading, from work problems, from education counselors, from the ESL program and from high school equivalency. They may be in class from five to ten weeks at a time, four hours a week. The classes are highly structured. They begin with an experiental workshop on communication skills and modalities which includes emphasis on formal and informal modes, critical reading and propaganda; there is a presentation on how the class is organized and functions; there is a reading and writing diagnostic; and then the students work on their own or in small groups under the direction and supervision of the instructor. The skills addressed in a student's prescriptive plan depend on the diagnostics, but the content and approach are consistent. Writing exercises are influenced by Don Murray and James Moffat, with controlled composition based on Linda Kunz's work. We teach these skills inductively, encouraging the student to generalize rules from patterns.

Reading activities are similarly organized, and the content is tied in with whatever is most important in each student's life right then. We specifically work in this class on structural analysis in both reading and writing, vocabulary development, information gathering, critical reading, inferential and generalizing skills. Content may come from anywhere but our objective is to improve employees' reading skills and direction following for job-related tasks.

Beginning Reading

Since 1972 literacy has been a special part of the Fundamental Skills program. Classes are currently designed to run three hours a week, one on one, to make a special effort to move a specific group of preliterate employees to a level where they can benefit from group instruction. The development of this program has been heavily influenced by the work of Frank Smith, Paolo Friere, and Jean Piaget.

The target population for this program is about 200 employees; there are about 100 in the demand group. These are men and women who are steady workers with good performance reviews, for the most part born in the United States and English speaking. They are people who spend enormous energy in compensation and are unable to move on to more sophisticated jobs for which they would otherwise be eligible, because such jobs require reading skills or because they cannot read the job posting board. They are not mentally retarded. For the last five years about 80 of these individuals have been involved in pre and neoliteracy instruction. Working with successfully employed nonliterates is like handling porcupines. One works very, very carefully.

When an individual becomes known to us it is through one of three sources. Increasingly supervisors, crew chiefs and personnel administrators are learning to recognize nonliteracy compensation behavior. A large number of people eligible for this program in fact self-identify by applying for the high school equivalency. And increasingly, men and women who are or have been students counsel and refer colleagues who play the same games they used to play.

Once an employee comes to us we work on an informal diagnostic assessment that we have developed in-house. From that data the counselor and employee decide whether classes are appropriate or possible from the student's point of view, and what information should be shared with the supervisor. With some supervisors, it is a lot. And with some it is not a lot.

If the employee is placed in a class the instructor reviews the diagnostic work and plans a prescriptive program with the student. Specific skills covered in the class vary of course, but we have identified a number of common factors. For example, Polaroid employees need a set of about 100 site words for survival. Beginning consonants and long vowels are needed to use language experience. Reading practice is based primarily on the language experience approach, with supplementary reading from other students' work, signs and other written material from the work place. Needless to say, we use a great deal of photography.

As a matter of fact, we find the photograph and the safety sign are more effective tools to use with the student than books, because they bring the content closer to the reality of the reader, closer to his/her need to know. We believe in using the right tools for the job at hand, and books are not always the best tools for the job. Since reading is so completely identified with books in the student's mind—and it is often a negative identification—he or she doesn't "see" other writing. We want to change that. Survival reading for the most part is on walls, job posting boards, and in newspapers. It is in performance ratings and advertisements, menus and technical and instruction manuals.

Since three hours a week really isn't very much time for class, each student gets a tape on which the instructor gives exercises, instructions, reads passages, and gives answers. This way the students can practice their exercises at home and self-correct. This practice reinforces the students' taking responsibility for their own learning and allows the instructor to educate—to lead the student out of one set of behaviors and into another; training for self-actualization, self-control and self-determination.

Implications for Education: Will it Last?

How does a program like ours fit into the corporation and into society? I have suggested that the Polaroid Employee Education model is a design for problem-solving in industry in the coming decades. Education, Basic Education, and Reading Programs should not be developed just because of Affirmative Action; although they do provide access to equal opportunity in jobs and job development for the hourly employee. They should not be Community Relations efforts; even though such programs may enhance the corporate relationship with the community. Employee education isn't really a fringe benefit like health insurance or safety shoes; though clearly the employee benefits from the service. Employee education *is* an integral part of job growth and in the enlightened self-interest of the corporation.

In this context employee education programs are cost effective because they have a positive effect in reducing several of many corporations' most critical personnel and manufacturing problems: lost time from accidents is cut down; absenteeism is reduced; there is less downtime due to carelessness as attending behavior increases; turnover is reduced as more internal growth becomes possible; and low morale disappears.

We take care of our machines, continually repairing them and overhauling them. And we provide opportunity and encouragement for all employees. It's the least we can do to treat our employees with the same care and attention we give our machines.

Once upon a time a farmer and a professor were in a boat crossing a turbulent river. Their reasons for crossing and for crossing together belong to another story and have no effect on this one.

"Tell me, sir," said the professor, "How long will it take us, at this rate, to get to the far shore?"

"Dunno" replied the farmer, "Ain't never been there before."

"Your speech is appalling!" gasped the professor. "Have you never studied grammar?" The professor was so upset he nearly fell out of the boat.

"Nope, ain't never had no time."

"Then, man, you've wasted half of your life."

The farmer did not reply, and kept on rowing. Finally, he said, "Tell me, young feller, you ever learned to swim?"

"I haven't actually," admitted the professor, "I've never had time for sports."

"Well now," the farmer said, "It looks like *you've* wasted *all your* life, 'cause this boat is sinkin'!"

The question I have to leave you with is this: who are we as educators and education planners? Are we the farmer? Or the professor?...or are we the leaky boat?

Again, from Dr. Land:

> "What a scandalous thing it will be when you look back one hundred years from now and realize that the only characters who were regarded as good enough to teach were the ones between the ages of three and 15. And after that, they were thrown out into a chaotic world and were never supposed to be taught again."

Thank you.

READING ALTERNATIVE: PRIVATE TUTORING PROGRAMS

DANIEL BASSILL

Daniel F. Bassill is National Retail Advertising Supervisor for the Home Furnishings Group of Montgomery Ward. For the past three years he has chaired the Montgomery Ward/Cabrini-Green Tutoring Program, having joined the program as a tutor five years ago and served on the planning committee nearly as long.

It has been generally recognized over the past several years that we are in the middle of a great educational dilemma. We've been spending more and more money each year to teach our children to read and they seem to be learning less and less. Not just in the cities where the problem is most severe, but all over the country the question is being asked "Why can't Johnny read?"

It's not just the little Johnny's who can't read. High school and college students and much of the adult population can't read well either. Just recently I met with a volunteer tutor in Chicago who described to me a young man who is graduating from high school this year and wants to go to college, but he can only read at a third grade level! Something needs to be done to change this.

There are many efforts being made to cure this disease, if it is that. The schools and the professionals are mobilizing their resources for an all out battle. Many new ideas are being tried, and even some old ideas are beginning to be recirculated. Just recently I saw an article in a Chicago paper about schools going back to teaching basics.

One course of help is the private sector. Community involvement. Many non-educators, private citizens, corporations and church groups have recognized the problem and have been forming their own tutoring programs to combat it. And professional educators are reaching out more and more to meet them. Maybe this is not such a new idea. There have always been church schools and day schools of some sort. And many parents have been involved in teaching their own children through PTAs, or as classroom helpers, and in their own homes. But it is new when you consider that what we are seeing now is people reaching out of their own local school system environment to help teach other people's children. This is happening in cities all over the country.

What advantages and opportunities does a tutoring program offer? What can it add to what the schools are already doing? First of all, many tutoring programs, Wards included, deal with a child outside of his normal school environment. In fact, many tutoring programs intend for their activities to be very unlike school. There's a good reason for this. If a child is already having trouble in school he may have already formed negative attitudes about himself and the school. If he gets the idea he cannot learn school subjects, he probably will not. He may have quit trying to learn and may be simply tuning out the school system.

A tutoring program can be different. It can be fun away from the daily routine at school. At tutoring a child can have an adult for his very own personal friend. He has someone whom he can talk to, and more importantly, who listens to him and praises him when he is successful, even if it's only in attending the sessions regularly. Plus, there are field trips, and parties and games and exhibitions—all sorts of things.

Even the books and stories at tutoring can involve subjects the child can relate to and be interested in. He can read stories about ghetto neighborhoods like his, or the bed he sleeps in with his six brothers. Or the small village where he was born and raised before coming to the city. Or he can read about the Kung Fu he sees on TV. For many kids, it's exciting just to go to the big office buildings where the tutoring sessions are held.

It is in these settings that the tutor can start rebuilding the child's self-image and self-confidence. He can deal with the child on a level designed to meet the interests and needs of that particular child. As the tutoring sessions go on, the tutor will discover what the child's interests are and then use materials related to those interests to develop reading and writing skills. Through positive reinforcement of successfully completed projects the tutor can, in the one-on-one setting, start to rebuild the child's attitude about himself, about school, and about his ability to learn. Then we may start to see some improvement in his ability to read.

A tutoring program can also be a tremendously valuable socializing factor. And this socializing can help the child to develop his oral languge abilities and his writing skills. There are three points to this. First, the tutors are adults in most programs. For many children these are the first adults outside of school or family or church that he has ever made friends with, or talked with for any length of time. Some children make a quick adjustment to this and after a couple of weeks are very open and friendly and can be heard chattering away like gossips. But for some children this is a very new and difficult experience that takes time for development

The program can help the tutor eliminate the shyness by providing activities for the tutor and tutee to talk about such as field trips, parties, movies, lectures, etc. These provide a natural forum for questions and answers and the beginning of conversation. For some children this may take a whole year, but it happens, and this learning to communicate is one of the greatest benefits of any tutoring program.

Secondly, as the tutor/tutee relationship develops, the adult image itself becomes a socializing factor. The child sees adults who treat him as a friend; he sees them working together in new situations. For many minority children this is their first contact with white adults in close situations, as it is for many of the tutors with the children. For many poverty area children where welfare is common and many families are headed by only the mother, a male tutor may provide a father image which is lacking in the home. This same male tutor might also serve as a success image to the poverty area child who is used to seeing adult males out of work.

The children learn from these associations. They learn to work with these varied adults and they learn that people of different races and backgrounds can and do work together in harmony. In addition, they identify with these

adult images and they try to copy them. This, itself, can contribute to the child feeling better about himself.

Finally, through the varied field trips and activities the tutoring effort also helps expand the child's experiences and knowledge. This growing awareness of the world around him can lead to an interest in reading and writing. The tutor is encouraged to use the field trips, exhibitions and other events to get the child interested in learning more about the activity. Through this the tutor can show the value and fun of books. Simple curiosity can lead to pictures, then pictures and words, and finally, all words. Furthermore, through asking questions and through simple tutor/tutee conversations the tutor can help the child express himself better. The child is encouraged to put his ideas on paper, with words or pictures, or both. These efforts are reinforced and rewarded by reading the child's stories back to him, or by reprinting the stories or pictures in a program newsletter where he can see and reread his own story.

Tutoring programs can also reinforce what is taught in the classroom and work to prevent mild reading problems before they become too severe. The tutors can help the children with their homework, if the child wishes, or by working with the child's school, can determine what types of activities would best fit into the teacher's plan of teaching. If mild reading problems can be identified and solutions to them explained in such a way that the tutor can use them, lessons can be built into the tutoring activity which can help overcome those problems.

These are just some of the potential benefits of tutoring programs for children who are experiencing difficulties. In programs where the children enter at a young age and stay for several years, the tutor's encouragement over those years can be a big plus in helping those children develop positive learning patterns.

One program that fits into the example of what has been described is the Montgomery Ward/Cabrini-Green Tutoring Program in Chicago, Illinois. The Wards program deals with children who are in grades 2 thru 6 or not over 13 years of age. The children are recruited from the Cabrini-Green Public Housing development on Chicago's near north side. This neighborhood, which borders the Montgomery Ward complex, has had a dismal reputation of crime, poverty, unemployment and welfare over the past 20 years. But it is making great strides in reducing that reputation, partly through the efforts of programs like the Wards Tutoring Program.

Children for the Program are recruited in August of each year by members of the Tutoring Program's staff and members of the Chicago Housing Authority for that area. Tutoring sessions start in October and last through May. They are held each week on Tuesday and Wednesday evenings from 5 until 6:15. Once a child enters the Program he is eligible to return each year until he graduates (6th grade or 13 years old). Many children have been in the

Program for all five years they were eligible, and many complete families have gone through the Program during the 13 years it has been in existence.

The Montgomery Ward/Cabrini-Green Tutoring Program was started in the summer of 1965 by a small group of employees from Wards corporate headquarters in Chicago. During the first few years of the Program's existence the tutoring sessions were held in a small, poorly heated, dimly lit dayroom of a building in the Cabrini-Green area. At first, there was only one session weekly, but as numbers increased, it went to two a week.

The tutors who came found themselves cramped for space, and starved for materials. The noise reverberated throughout the room, often bringing communication to the shouting level. Many tutors were afraid to even go into the area of the building. During these early years the numbers were always small. The Program usually started in October with around thirty tutors and forty to sixty children and by June, when the Program ended, was down to around ten. There were always too many children and not enough tutors to serve them.

In 1971 the Program's leaders decided that if it were to continue to survive, to grow, and to provide greater benefit to more children, a change would have to be made in the location and facilities. Montgomery Ward agreed to move the Program into its own headquarters complex. There tutoring sessions would be held in the spacious cafeteria of the administration building (now the Merchandising Headquarters). The lighting was excellent, the area was well suited for tutoring, and the children and the tutors loved it. For the children, it was a new experience and fun just to come to the big white building on the corner; for the tutors, it was a much more convenient location to tutor. With the incentive of the new location, plus a concentrated recruiting drive, a greater number of people signed up to tutor—over one hundred that first year, and more every year since then.

But numbers alone do not make a program good and beneficial. In fact, the coldness and bureaucracy of largeness can sometimes be harmful to a child who needs individual attention and support. This was happening in the Wards program. During the years 1971-1975 the Program struggled with the opposite pulls of its size and its goal of individual one-on-one tutoring. It also struggled with continually changing leadership and a lack of thorough planning and organization. It showed these difficulties through its dropout rate. The Program annually started in October with over one hundred tutors, but seldom finished with over sixty or seventy. But even so, its benefit and need was not questioned. The most obvious and lasting testimonial to the Program's success was the fact that small children would begin appearing at the front entrance to Wards in the middle of the summer asking the guards when tutoring was going to start again. They didn't have to come. They wanted to.

Many different efforts were made to solve the Program's weaknesses. Some were good in some ways, some good in others. But none was the complete solution because the dropout ratio continued to be nearly 50 percent. A first breakthrough came in the fall of 1975 when the company provided the Program with office space of its own on the first floor of the administration building. Up until that time all Program records had been kept in the business offices of Program committee members scattered throughout the complex.

The tutoring office provided room for centralized recordkeeping and ideal work space for the Program's leaders away from their own job obligations. It brought the history and ideas of past and present leaders out of many offices and into one place where they could be shared, and it provided a stage where new leaders could build upon the accomplishments and ideas of their predecessors rather than having to learn the same lessons and make the same mistakes over and over again.

In 1975, the first comprehensive tutoring budget was submitted to the company, and in 1976, this was expanded into a complete tutoring plan after a summer of planning. In this past 1977-78 school year the Program submitted the most comprehensive and ambitious tutoring plan ever, and then followed through on it. Even with the worst winter in Chicago's history working against it, the Program was successful in its battle against dropouts. After starting the 1977-78 tutoring year with one hundred and thirty-five tutors, the Program finished in May with over one-hundred and fifteen, less than a 20 percent dropout. And the ratio for the children was even lower.

The Wards Tutoring Program has been a volunteer activity since its beginning in 1965. It is administered by a committee of ten to fifteen volunteers (see attachment), most of them Ward employees, who meet at lunch or after work weekly (during the summer, twice weekly) to plan and implement the year's goals and activities. All plans are aimed at a single goal: "To improve, motivate, and stimulate a child's desire to read through one-on-one tutoring and other related activities." Field trips, guest lectures, and simple tutor/student conversations are important tools in reaching this goal.

The Program is highly structured, but allows immense individual freedom of activity. Direction is provided throughout the year to help broaden the child's experiences and give the tutor and tutee a subject for research and conversation. The tutors are encouraged to use these activities to help the children express themselves orally and on paper, either by writing or drawing pictures. Then these activities are linked by newsletters which tell of new ideas and coming events, and reprint stories and pictures submitted by the children. Seeing their own stories and pictures, or those of friends, further reinforces the desire to want to learn to read and write and serves as a reward for trying. The newsletters are even distributed in the community for the families to see, serving as still another reinforcement.

During this same time a broad library of reading and resource materials has been accumulated to assist the tutor and tutee. These include workbooks, work sheets, short stories and the children's magazines, to name a few. In addition, there is a large supply of paper, crayons, scissors, glue, glitter and games to tempt any youngster into activity. Also, for the past three years records have been kept for each child who has been a member of the Program. These are made available to the tutor and can help him to get to know the child more easily and to pinpoint areas where he should be concentrating his tutoring efforts. This past year, there have also been Right-to-Read directors present at each session to provide assistance and reinforcement for the tutors and children.

Through all of this structure the Program remains an individual one. Other than required participation in the scheduled activities and parties, the tutor plans each of his own sessions: some just like to sit and talk with their tutee; some play games. Many use the reading materials or make up their own materials using catalogs, newspapers, or just plan paper. Some tutors take their kids to their offices in the complex and have them dictate stories which the tutor types out on his typewriter; then he has the child reread the story. Or the child types the story himself. That's a big treat for most of the kids.

Many other tutors and tutees work in groups with others playing games, working puzzles, or reading plays. Most tutors plan two or three different activities during a session because of the children's limited attention span. The combination of organization and independent planning is the best way for a program like the Wards Program, or most any volunteer program for that matter, to be successful. They must be so thoroughly planned that everything happens so smoothly it doesn't seem to be planned at all, and they must allow the tutors and tutees to work at their own levels of abilities and interest.

During the past year one of the scheduled activities for the tutors and children in the Wards Program was a visit by Lincoln Park Zoo personnel with animals for the children to see and touch. Did you ever see a second grader touch a boa constrictor? Or did you ever touch one? Following this there was a movie just before Christmas, to try to put more meaning into this holiday than just presents. The Christmas party itself was held during one of the worst blizzards in Chicago's history. The entire Wards complex was shut down at two o'clock in the afternoon. Still there were all but three children present and almost all the tutors—even those that didn't work at Wards. This year's Christmas program featured an animated, one hour puppet show which fascinated both tutees and tutors. It also included a ceremony of formal recognization of affiliation with the National Right-to-Read effort for the Wards Program. And of course, there was a visit by Santa who gave each tutee a gift.

In January, there was a special judo demonstration for the tutors and tutees, and in February, there was a special get-together just for the tutors

which served as a mid-year reinforcement. During the rest of February and March, many tutors got together on their own and took their tutees to restaurants or museums and zoos.

In April, the Program went on a field trip to the Chicago Historical Society and Linclon Park Zoo. Shortly after that hundreds of pictures which had been accumulated during the year for the Program's yearbook, but not used, were distributed to the children. Some made scrapbooks with the pictures, some made cards for their parents or their tutor, and some made interesting pictures. The whole program was capped off late in April by a recognition dinner given by Montgomery Ward for all of the tutors and an end-of-the-year party for the children which featured a graduation ceremony for all of the sixth graders. Each of the year's activities are highlighted in a yearbook which is prepared annually by the committee and distributed to all of the children and tutors at this final party.

There are several reasons for the success of a program like this. One is the location of the Montgomery Ward complex so close to the Cabrini-Green neighborhood. A natural climate exists for corporate tutoring. There is a large number of educated employees to draw tutors from, and there is a huge need for tutoring services in the neighborhood. Also the facilities are an advantage. Most of the tutors work right in the building, so they don't have to travel to get to tutoring sessions, and there are ample parking facilities in the complex, so most tutors don't have to rely on public transportation to get home after tutoring sessions. In addition, the tutoring areas themselves are spacious and workable. Plus, it is close for the children; they can walk to and from tutoring. Most of the children can be home in less than ten minutes after leaving tutoring. During Chicago's freezing winters this is extremely important because the children are close enough that the cold doesn't discourage them from attending.

But most important in the success of this program are the kids and the tutors who have been involved over the years. The children want to learn. They enjoy the relationships formed by tutoring and they like the activities. One graduate summed up her feelings about the Program this way: "I enjoyed my tutoring teacher this year because she is a fun person to be with. . . I do feel that this program is very helpful because I have improved my reading at school. At this tutoring program you really get to meet a lot of people of different races, different personalities and different actions, but they all try to help the children. If I had a younger brother or sister I would like to see them attend this tutoring program." Many of these children have returned after they graduated and volunteered their help as milk boys and have helped pass out materials for the sessions.

There is one limit to entering the Program: there must be a tutor available. The Program is a strict one-on-one program, or at least it tries to be—and usually succeeds. When there are absences, usually around ten tutors and ten

children a week, we match the tutors and children without partners with each other. Then, any leftover children are taken to the tutoring office to work under supervision on group activities or crafts, thus leaving the main body of tutors to work undisturbed.

It is the hard work and dedication of the Program leaders over the years which has put so thorough a program on paper and into action. It is the tutors who keep coming back year after year from whom these leaders are drawn. On the steering committee of the Wards Program are four with over four years of tutoring experience, and among the tutors are many with twice that amount of experience.

Most of these are Montgomery Ward employees. Among them are management personnel, secretaries and administrative assistants; catalog order stuffers and loading dock workers; and there are copywriters, artists, analysts and lawyers. Also there are some twenty to twenty-five tutors annually from the Moody Bible Institute located several blocks from the Ward complex. Other tutors are former employees, friends of employees, or people who have just heard about the program. The only requirement to be a tutor is that you care, and you can attend regularly.

What is next for the Montgomery Ward Program? Much of the effort this summer will be aimed at putting different activities into the time slots of last year's activities, to avoid repeating ourselves two years in a row. This is an annual process, but must be thoroughly investigated. Also, we try not to duplicate the kind of programs that the schools provide.

Another part of this summer's planning will be the annual reassessment of the Program's supplies and reading materials. We will work closely with our Right-to-Read Directors to add to our existing supplies and to upgrade our reading materials. We will also pay close attention to the suggestions of our tutors in looking for new materials to work with.

In addition to this, we will be working with the schools to recruit the children and to have tutoring information available for the tutors to use by the time the sessions begin again in October. We start to recruit the children in late July by sending out enrollment forms to the children who were in last year's Program. After the first return of enrollment forms we make contact, via telephone, with the families that have not returned signed forms. We make every possible effort to contact these families so that we don't assign all of our tutors in October and then have three or four children, who have been in the program before, show up at the first session and not have tutors for them. After we are reasonabley sure we have contacted all of the eligible returning children, we contact families who had tried to enroll their children the previous year but were not admitted because of lack of tutors. Additional children are then recommended by the schools or sign up at Chicago Housing

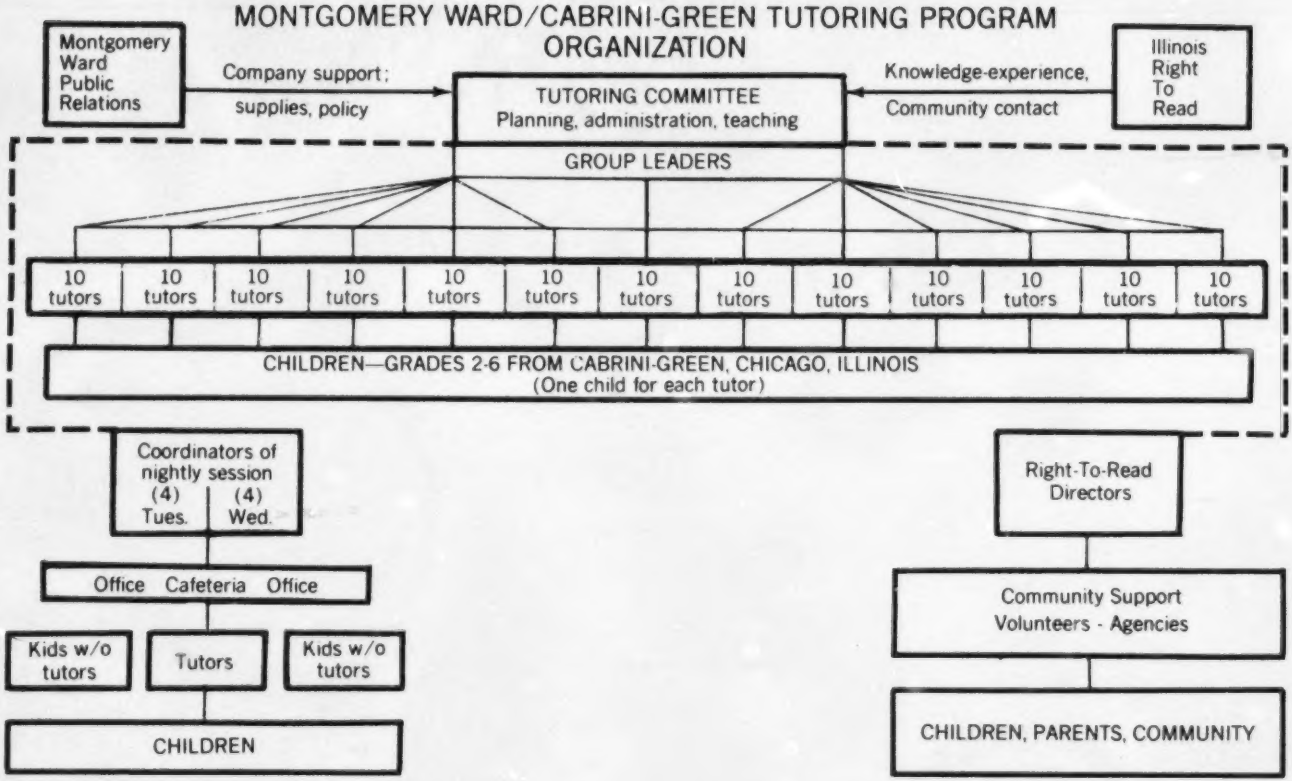
Authority management offices in the various buildings. Our final number of children is determined by the number of tutors we are able to recruit.

One area we plan to improve during our summer planning is our tutor orientations. The Wards Program shares much of its information with other similar tutoring programs in Chicago. Fourth Presbyterian Church, Continental Bank, Quaker Oats and LaSalle Street Lutheran Church all have active tutoring programs. Each program benefits from the others by sharing ideas, experiences, materials and planning techniques. Each of the programs starts in October and has orientations of some sort in September. We are working together and with the local school district to set up a major tutoring workshop in September for all of the programs. These, of course, then need to be reinforced by additional orientation seminars in our own program.

Where do we need help? Almost everywhere. The leaders of the Wards Program and the leaders of the other programs mentioned are not professional educators. Nor do they have teaching backgrounds. They are bankers, ministers, secretaries, sales managers, or like myself, advertising supervisors. We all have full-time obligations to our jobs in addition to our tutoring program responsibilities. The tutoring programs I have mentioned and the Wards Program are well-planned and well-organized. They offer a great deal of benefit to the children. But we can do better. We need the school's assistance, but we need them to come to us and offer it. There needs to be a contact person either in the school district or at each local school whose responsibility is to do the leg work within the school system to bring the school's knowledge and assistance to the programs.

If there is no tutoring program operating in your area and you wish to start one, this cooperation and encouragement will make it much easier for a program to get started, and make them effective much sooner.

We at Montgomery Ward have already formed this working relationship with the Right-to-Read effort and with the schools in Chicago. We have benefited greatly from this association and therefore, so have the children we tutor, but we think we will improve our services as we broaden our relationship with the schools. The outlook seems good. Together we can help defeat the educational disease, and soon, "Johnny will read."



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